

Westwood High School

ARIZONA SCHOOL REPORT CARD 2003-04

945 W. 8th Street, Mesa, AZ 85201

Mesa Unified District

AZ LEARNS¹

High School Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Helen D. Riddle
Schedule : 7:00 AM to 4:00 PM
Grades : 10-12
2003 Enrollment : 2413
Web Address : www.mpsaz.org/westwood
Phone Number : (480) 472-4400
Fax Number : (480) 472-4509
E-mail : bkbackus@mpsaz.org

Mission

The mission of the Westwood High School community is to develop the knowledge, skills and attitudes necessary to prepare all students to become lifelong learners and productive members of our diverse society.

School / Academic Goals

- Û Ensure that all students have the opportunity to learn MPS curriculum standards, State standards, and mastery elements.
- Û Teach students to be respectful and tolerant of one another. Teach students that diversity is an asset, and cooperation among diverse groups is a challenge worth pursuing.

Instructional Programs

- Û Alternative Education/Star Lab
- Û Advanced Placement/Dual Enrollment
- Û AVID
- Û Gear Up

Enrollment

October 1, 2002 School Year Student Enrollment : 2214
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 230

Calendar Information

Number of Instruction Days : 181
Average Daily Instruction Time : 6 hours 56 minutes
First Day of School : 8/14/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 8 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Budget
- Ü Student Travel
- Ü Student Attendance

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	113.00
Other Professional Staff	10.00	Teacher Aide	13.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	10	9	0	0
7 to 9 years	9	7	0	0
10 or more years	12	61	1	0

Shared Responsibilities

School

Westwood High School Staff will ensure that every student has the opportunity to master MPS curriculum and State standards, develop positive relationships, self-discipline and respect for others. We will monitor and communicate student progress.

Parents

We ask parents to support educational goals set by the State, district and school. We ask parents to support school policies including dress and behavior codes. Additionally, we ask parents to encourage their students to be respectful and tolerant.

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Computer Labs

Extracurricular Activities

- Ü Performing Arts
- Ü Interscholastic Sports
- Ü Vocational Clubs/FFA
- Ü Air Force Jr. ROTC

Social Services

- Ü Adult Education
- Ü GED Classes
- Ü Citizenship Classes
- Ü Community Classes

Transportation Policy

Busing is provided for students who live more than two miles from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Westwood students improved their math scores on AIMS by 7 percent. Several students won top honors in the American Math competition, the NAU Math Day, and the annual Scottsdale Community College Math and Science Field Day.
- ü Westwood's scores for SAT/ACT tests were above the state and national averages. The Academic Decathlon received the state's Most Improved Award. Eight graduates were named AP scholars as a result of exceptional achievement on college-level AP exams.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü National Merit Finalists (2)	2003
ü Yearbook National Best of Show	2003
ü War Chant Newspaper 1st Place Arizona's Newspapers	2003
ü Arizona Air Force Jr. ROTC Outstanding Honor Unit	2001

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	27	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	4	10	10	9
Promotion Rate ⁶	91	99	98	95
Retention Rate ⁷	9	1	2	5
Dropout Rate ⁸	4			8
Status Unknown ⁹	2			6
Graduation Rate ¹⁰	77			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	592	4342	57534	70	83	91	500	510	491	37	24	46	14	15	16	26	34	23	23	27	15
All Students (Prior Year)	599	4494	51010	NA	NA	NA	489	501	483	41	26	45	21	20	20	25	33	23	13	20	11
Female	309	2112	28155	73	85	90	500	510	491	36	23	47	15	17	16	28	36	24	20	24	14
Male	280	2221	28932	65	81	89	501	511	491	38	26	46	12	14	15	25	32	23	25	29	16
African American	35	147	2558	56	74	86	469	482	475	74	55	64	4	17	15	19	21	16	4	6	6
Hispanic	186	924	17547	64	78	86	486	493	475	50	39	64	15	19	15	25	30	15	10	12	6
Asian/Pacific Islander	NC	107	1395	NC	85	96	NC	533	519	NC	11	22	NC	10	16	NC	31	28	NC	49	35
American Indian/Alaskan Native	52	123	3794	64	69	91	490	491	468	44	39	72	16	15	13	28	36	12	12	9	3
White	293	2961	29790	72	84	86	512	516	501	27	19	34	14	14	17	27	35	29	32	32	20
Students with Disabilities	63	298	5562	77	79	93	458	478	461	100	60	79	0	16	10	0	16	8	0	9	3
Students without Disabilities	529	4044	51972	69	84	90	501	511	492	37	24	45	14	15	16	27	34	24	23	27	15
Limited English Proficient Students	49	188	5467	80	90	111	436	444	458	100	100	87	0	0	7	0	0	5	0	0	1
Migrant Students	NC	17	702				NC	477	471	NC	56	74	NC	22	9	NC	22	14	NC	0	3
Economically Disadvantaged	--	NC	10446				--	NC	472	--	NC	70	--	NC	13	--	NC	13	--	NC	4
Non-Economically Disadvantaged	592	4341	47088				500	510	495	37	24	42	14	15	16	26	34	26	23	27	17

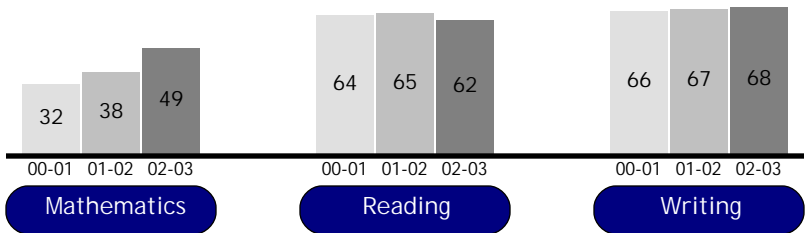
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	529	4207	56700	62	81	89	512	522	512	12	9	15	26	19	23	52	59	52	10	14	10
All Students (Prior Year)	542	4421	50525	NA	NA	NA	513	527	517	14	6	12	21	18	22	53	57	51	12	19	15
Female	283	2055	27862	67	83	89	515	527	517	11	6	12	27	18	22	52	60	54	10	16	12
Male	244	2142	28398	57	79	88	509	517	507	12	11	19	26	20	24	52	58	49	10	11	9
African American	38	147	2529	61	74	85	491	495	495	23	25	24	40	32	31	30	39	41	7	4	4
Hispanic	156	865	17305	54	73	85	495	502	494	20	15	24	34	33	31	44	47	41	2	5	4
Asian/Pacific Islander	NC	108	1382	NC	86	95	NC	535	530	NC	3	6	NC	12	17	NC	66	59	NC	19	17
American Indian/Alaskan Native	45	117	3815	56	66	91	497	498	489	10	15	29	45	35	35	45	46	35	0	3	2
White	268	2888	29209	66	82	84	526	530	525	7	6	9	18	15	17	59	63	59	16	17	15
Students with Disabilities	52	281	5215	63	75	87	471	482	478	38	37	43	50	33	29	13	25	25	0	5	2
Students without Disabilities	477	3926	51485	62	81	89	513	523	513	11	8	15	26	19	23	53	59	52	10	14	11
Limited English Proficient Students	34	169	5378	56	81	109	462	457	471	100	100	48	0	0	36	0	0	15	0	0	0
Migrant Students	NC	17	689				NC	498	486	NC	11	31	NC	44	36	NC	44	30	NC	0	2
Economically Disadvantaged	--	NC	10358				--	NC	492	--	NC	26	--	NC	33	--	NC	37	--	NC	4
Non-Economically Disadvantaged	529	4206	46342				512	522	516	12	9	13	26	19	21	52	59	54	10	14	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	611	4369	55090	72	84	87	474	492	479	18	10	16	14	9	13	68	81	70	0	0	0
All Students (Prior Year)	617	4492	50572	NA	NA	NA	479	494	481	13	7	14	21	17	23	66	75	63	1	1	1
Female	326	2135	27752	77	86	89	479	499	483	13	7	13	13	7	12	74	86	75	0	1	0
Male	285	2229	26842	67	82	83	468	486	474	23	13	20	16	11	15	61	76	65	0	0	0
African American	41	149	2336	66	75	78	454	463	464	39	28	25	11	12	14	50	60	62	0	0	0
Hispanic	195	907	16391	67	77	81	455	467	458	28	21	28	14	11	16	58	67	56	0	0	0
Asian/Pacific Islander	NC	115	1356	NC	91	93	NC	500	499	NC	8	7	NC	5	9	NC	85	83	NC	2	2
American Indian/Alaskan Native	61	129	3731	75	73	89	456	463	446	22	20	37	25	20	16	53	59	47	0	0	0
White	306	3051	29053	75	86	84	490	501	492	9	6	8	13	8	12	78	86	79	0	1	0
Students with Disabilities	23	232	4141	28	62	69	447	459	436	25	36	47	25	15	18	50	49	35	0	0	0
Students without Disabilities	588	4137	50949	77	85	89	474	493	479	17	10	16	14	9	13	68	81	71	0	0	0
Limited English Proficient Students	34	180	4711	56	86	96	391	382	422	100	100	61	0	0	13	0	0	26	0	0	0
Migrant Students	10	21	666				431	456	444	57	36	39	14	14	11	29	50	50	0	0	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	611	4369	44922				474	492	484	18	10	13	14	9	13	68	81	73	0	0	0

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

No SAT-9 test data found for this school.

The SAT-9 is only administered to Grades 2-9.

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Westwood has an active program of prevention, education, and enforcement through the collaboration of school, police and probation officials. Clear and concise student behavior expectations are set and aggressively, fairly and consistently enforced.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

35

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Helen D. Riddle	(480) 472-4400
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Community Relations	(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	School Improvement Advisory Council	(480) 472-4400
Student Health/Nurse	Vicki Joyce	(480) 472-4433

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards